DOCUMENT RESUME

ED 406 243 SO 021 566

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TITLE Planning and Implementing a Global Studies Curriculum.
PUB DATE 8 May 91
NOTE 72p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Citizenship Education; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Educational Objectives; Geography Instruction; Global Approach; Intermediate Grades; Junior High Schools; *Magnet Schools; Middle Schools; Multicultural Education; Social Studies; Staff Development; Student Attitudes; Student Educational Objectives; Teacher Attitudes; World Affairs
IDENTIFIERS *Kansas City PUblic Schools MO

ABSTRACT

This report on the experimental Northeast Global Studies Middle Magnet School in Kansas City, Missouri, discusses the planning and implementation of a global studies curriculum to be implemented by the school. The 1990-1991 school year was the school's first as a magnet school under a consent decree issued by a federal judge. The decree was intended to desegregate the Kansas City School District by attracting non-minority students to renovated and restructured magnet schools. A global studies focus was chosen for the school and a task force issued goals for the school. The mission of the school was to prepare students to be citizens of the world; and students were to develop intercultural sensitivity through the promotion of problem-solving skills, foreign language exposure, and environmental awareness. The new program is described from several perspectives: program rationale, school demographics, design of the curriculum, global studies program features, co-curricular emphasis, literature review of global studies education, evaluation of global education, measuring the first year at Northeast Middle School, assessing student outcomes, outcomes in geographic education, teacher perceptions, staff development, and school change. Some of the conclusions drawn from the year's efforts were that: planning and implementing a global studies curriculum was a monumental task; writing course descriptions and objectives were difficult because those goals did not match the proposal submitted to the federal judge; teaching global studies education required greater need for assistance in selecting learning materials; and working in an environment of solid administrative support was critical to the success of the program. Included are related materials, the project proposal, a student attitude questionnaire, and a program evaluation form for teachers. Contains 30 references. (DB)

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ED 406 243

Planning and Implementing A Global Studies Curriculum

by

Caroline J. Helmkamp
8 May 1991

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BACKGROUND

Northeast Global Studies Middle Magnet School is completing its first year as a magnet school under the Federal Court order issued by Judge Russell G. Clark in 1985. The intent of the court was to desegregate the Kansas City Missouri School District by attracting non-minority students to renovated and restructured magnet schools. According to the court document which assigned themes to all secondary schools in the district, Northeast was to be a Classical Greek School. In the spring of 1989 school district officials, one parent and one teacher testified in Federal Court to change the theme. In July 1989 Judge Clark issued a new order accepting the global studies theme as submitted to the Court.

This addendum to the desegregation plan led to differing interpretations and disagreement on the Planning Task Force for the Global Studies Magnet. Vaguely worded, it is vastly different from the standard descriptions of global studies programs adopted by states such as Iowa and described later in the literature section of this paper. As this is being written, district officials are again planning to return to Federal Court to request a longer school day for students so that foreign language courses can be required of all students.

Earlier this year the principal of the school was directed to submit a proposal requesting that foreign language be required all three years a student attends Northeast. He has refused to

testify in court in favor of the proposal. When the Planning Task Force completed its work in early June 1990, it voted 20 - 1 to accept a curriculum which required two years of foreign language. The battle over a foreign language "requirement" is still being fought, and it originated with the inexact language in the plan submitted to the court in 1989. The district's foreign language coordinator chaired the global studies task force and strongly promoted foreign language at the global studies magnet.

All district schools have had to follow a carefully prescribed magnet planning process which was adopted by the Federal Court in its original court order. It requires community participation on a task force to plan each magnet theme and includes specific procedures so that curriculum and desegregation guidelines are followed. Each task force was given a certain amount of latitude in the actual planning of its theme. Since Northeast Middle is the only school in the district to adopt global studies, it had no local model to follow. As the planning year progressed, and now with the recent move to require foreign language, it appears that the latitude for site-based planning was narrower than task force members believed.

The task force assembled for the first time in November 1989 with the charge of creating a new curriculum for Northeast Middle. Ideally, the Planning Principal and Curriculum Coordinator should have been hired early in the planning year.

Instead, the Principal did not begin work until March 1990, and the Curriculum Coordinator not until June 1990. By this time, most of the curriculum work had been done, and nearly all of the theme-related materials ordered. The absence of these two individuals hampered the work of the task force although it encouraged the participation of a large number of Northeast teachers in writing and revising the curriculum. In the absence of the Planning Principal, the task force was chaired by the district's Coordinator of Foreign Language.

The task force produced the Northeast Global Studies Middle School Magnet Planning Outline in June 1990. The statement of intent says that the school "will expose ... students to the dynamic developments of the world environment which affects their lives." The mission of the school is "to prepare students to be citizens of the world." It says that "students will develop intercultural sensitivity through the promotion of problem-solving skills, foreign language exposure and environmental awareness" (Planning Outline, 1990 n.p.).

Program Goals

Six program goals were adopted by the Task Force:

> 1. Students to develop an understanding of, appreciation of, and respect for other peoples and the unity and diversity of world history, geography, institutions, traditions and values.
>
> 2. Students to develop perspectives on their own life experiences so that they see themselves as part of the larger human adventure in time and place.

3. Students to develop critical and analytical perspectives appropriate to the analysis of the global, human, ecological, and environmental conditions.

4. The school to infuse all subject areas with a strong global studies foundation.

5. Students to improve oral and written communication skills.

6. Parents and community to be encouraged to participate in the global studies program. (Planning Outline, 1990 n.p.)

PROGRAM RATIONALE

The rationale statement addresses growing world interdependence. It also expresses the desire that students develop a global perspective so that they are able to function effectively as individuals and citizens in an international community. It explains that global studies education includes a multicultural perspective in which students gain tolerance, understanding, and appreciation of differences among all peoples. It states that the global studies program at Northeast will use multiethnic and gender neutral teaching materials through cooperative learning experiences (Planning Outline, 1990).

SCHOOL DEMOGRAPHICS

When the plan was written, Northeast Middle included 1039 students of whom .3% were American Indian or Alaskan Native, 5.2% were Asian or Pacific Islander, 11.6 % were Hispanic, 44% were Black and 38.9 % were white. The total minority population was 61%. According to the district research office, the statistics gathered in September 1990 have not changed much. Total enrollment was 1111; .5% were American Indian or Alaskan Native, 6% were Asian or Pacific Islander, 11% were Hispanic, 46% were Black and 35% were white. Total minority population was 65%.

DESIGNING THE CURRICULUM

The task force designed its curriculum around four conceptual themes. The original mandate from the Area Superintendent was to infuse all courses with global studies concepts rather than designing specific global studies courses. Late in the planning process the newly hired principal suggested that seventh and eighth grade students take one global studies exploratory course in place of a reading class which had been eliminated by the district.

The first Global Studies theme relates to human resources, values and culture. It states that "students will learn about global cultures and will be able to explain how life is enriched by respecting the variety of world cultures." Theme two deals with global interdependence. It states that "students will

understand the interconnectedness of the human community, the global environment, and our finite natural resources." It is specific to environmental science, but it also implies an understanding of economic, and political interdependence as well (Planning Outline, 1990). The third theme emphasizes global peace and conflict management and says that "students will develop, apply, and evaluate alternative methods of conflict resolution in their personal, school, and community lives and in their roles as citizens of the nation and the world." One of the objectives is that "students will use conflict management techniques to resolve personal problems." The last goal involves change and alternative futures and was purposely left open-ended to allow teachers and students to explore the realities of a rapidly changing world. Its aim is that students will appreciate and develop skills and attitudes that will prepare them for a future that will be quite different from their lives today (Planning Outline, 1990).

Using the four conceptual themes as a guide, teachers wrote course descriptions by grade level for each subject area taught at Northeast Middle. The curriculum committee read and revised these course descriptions several times. Each course description is followed by a list of global studies goals and objectives. To date no actual units or specific lessons have been written for teachers to use. As such there is no curriculum guide beyond the description of goals and objectives. The two

weeks of required staff development in August and the ten additional days during the school year were intended to provide time for teachers to plan courses and become familiar with the new theme.

GLOBAL STUDIES PROGRAM FEATURES

All students have opportunities to study geography and the environment through the geography and environmental labs of the school. During the first quarter of the year, all sixth graders participated in an interactive computer program which linked them with students in 10 other U.S. locations and one in the U.S.S.R. Students had an opportunity to compare data on pet ownership with students at these other sites as well as reading community descriptions from their student partners in the unit. They were encouraged to begin pen-pal relationships with these other school children, and at least one of the sixth grade classes has written to the students in the U.S.S.R. Eighth grade students also participated in a six-week unit which used telecommunications to link them with schools in the United States and Japan. At each school site, students collected daily weather data, then exchanged it through the electronic bulletin board. At the conclusion of the unit the Japanese teacher at Northeast helped her students compose a letter in Japanese which was telecommunicated to the students in Tokyo. A few days later the

students received a letter in Japanese via the telecommunications network. Seventh graders are compiling data on the acidity of local rain water and, using a similar program, they are mapping the data, looking at interdependence, and making decisions about energy use. A final unit on the water supply is underway with one seventh grade team. They are comparing their local water supply with those of students across the United States and in Tokyo, Japan. These interactive units which are a part of the National Geographic Society's Geography Education Program have formed the heart of geographic education in the school's geography lab.

The two language labs at the school were installed in October. All sixth graders who study foreign language and all eighth graders who receive one-half year's instruction have been able to use these facilities. The two networked computer labs which support math and reading instruction were not installed until early 1991.

CO-CURRICULAR EMPHASIS

In addition to the instructional program at Northeast Middle, the global studies program has included a number of all-school efforts to increase cultural awareness. During the first week of school each team of students selected a country to study for the year. In September students attended an assembly on

Mexican Independence presented by students in the ESL program, teachers, and members of the Mexican American community. In October students attended a program celebrating German American Day and the reunification of Germany. A choir from a German language elementary school and a speaker from the University of Kansas were part of the program. In November children attended a program featuring Native Americans presented by a former teacher at a Navajo reservation. In February students took part in an ethnic awareness assembly in which all the nationalities represented at Northeast carried flags from their home countries. The Yoruba teacher and students spoke and modeled Nigerian clothing; the Japanese teacher and her students modeled traditional Japanese clothing, and fashions from the Far East were modeled by Northeast students. Mr. Ed Chasteen from William Jewell College talked about his international club and its chapter of "Hate Busters." In March a Young Audiences program on Celtic dance and song was held. There have been other programs on folk tales from around the world presented for students.

Fifteen eighth graders have studied with the World Music Ensemble learning to play various African percussion instruments such as talking drums. A group of seventh graders has been working with the same group to learn music of South America and the Caribbean. They performed in the endangered species parade on Earth Day in late April. In late May students will take part in a mini-olympics with teams representing the countries they

represent. Global exhibits including a section of the Berlin Wall fill the display cases of the main hall. Christmas nativity scenes and African masks have also been displayed.

Finally, a number of teachers have international backgrounds: the ESL teachers are Mexican and Vietnamese; a counselor lived for five years in Saudi Arabia; one classroom teacher lived for five years in Venezuela; one is a native of the Philippines; the German, Japanese, Yoruba, and French teachers were all born in other countries. In other words, there are a number of programmatic elements outside the curriculum which provide a global perspective at the school.

LITERATURE REVIEW OF GLOBAL STUDIES EDUCATION

Global education is recognized as civic education with a global perspective. Changes in the world today mandate a new educational agenda because of the complexity of the shrinking world. This requires educators to develop an international curriculum which will prepare students for the future (Alexandre, 1986). Steve Lamy has written that education with a global perspective includes knowledge, understanding, skills, and encouragement for students to participate in global matters (Lamy, 1986).

Global education is a form of citizenship education, and it is part of the new reform movement in education. Last year in a

radical curriculum change, social studies educators commented on the need for world study:

> It is important to offer world study before the usual grade 7 or 9 placement. Students' basic attitudes toward other peoples and cultures are formed earlier than this. (National Commission, 1989, p. 26).

Other writers have emphasized the inter-disciplinary nature of global approaches in education. One hand-book for setting up an international program in schools says, "Two crucial factors which differentiate the new global approach from traditional piecemeal approaches to international education are that: (a) the global perspective integrates and unites efforts throughout the school and (b) the range of efforts to achieve that global perspective is broad, encompassing the entire curriculum and extracurricular and co-curricular activities as well" (Rosengren, 1983, p. 5). In addition to developing cognitive understandings, global education "involves the process of building attitudes, values, and skills that are necessary for living and being a part of a complex and changing world" (Rosengren, 1983, p. 5).

An influential voice for global education is Willard M. Kniep who has written extensively on the subject. He has outlined criteria for a global curriculum which the curriculum committee largely built upon. They include the study of human values, both universal and diverse, the study of global systems, the study of global issues and problems, and the study of global history (Kniep, 1989). Other curriculum writers have pointed out the

increasing need for American students to develop broader world perspectives because the role of the United States has changed so much since 1945. One has written,

> With the erosion of American dominance has come the need for better understanding of the global environment and our place within it. As the American leadership role within the world matures and changes in coming decades, an even higher premium will be placed on our vision, our understanding, and our skill. (Woyach, 1989, p. 3).

James Becker has also been involved in global education. In 1979 he edited a book which attempted to systematize information on global education efforts. Globalizing civic education means that students must learn to participate in a variety of social groups both locally and globally. He outlined five major goals of schools with a global perspective:

1. To develop students' understanding of themselves as individuals.
2. To develop understanding of themselves as members of the human species.
3. To develop students' understanding of themselves as inhabitants and dependents of planet Earth.
4. To develop students' understanding of themselves as participants in global society.
5. To develop within students the competencies required to live intelligently and responsibly as individuals, human beings, earthlings, and members of global society.

For Becker, world-centered education seeks to prepare students for responsible participation in an interdependent global society (Becker, 1979).

EVALUATING GLOBAL EDUCATION

Attempts to evaluate global education programs have not been extensive, and only a few studies are available. Judith Torney-Purta has written that evaluation attempts have been limited because global studies is not a well-established course in most districts. Most existing evaluation methods do not often assess both skills and attitudes which might be important objectives of world studies programs. Moreover, there is a general absence of appropriate measuring instruments for such programs (Torney-Purta, 1989).

She proposes four principles for program evaluation in global education:

> Principle 1: There is no single method of assessing curriculum implementation or measuring course outcomes that will be universally appropriate.
>
> Principle 2: Planning for the assessment should begin early in the project and should take place in phases.
>
> Principle 3: Whenever feasible, several methods should be used for gathering information about both the implementation of a curriculum and its outcomes in terms of student learning.
>
> Principle 4: Teachers who are implementing the curriculum should also be involved in the process of evaluating it (Torney-Purta, 1989, p. 213).

MEASURING THE FIRST YEAR AT NORTHEAST MIDDLE

Torney-Purta provides advice on measuring knowledge, skills, and attitudes. Although it is difficult to measure student attitudes, many global approaches share certain attitudinal goals. These include attitudes toward international cooperation and the problems of developing countries, the ability to appreciate cultural diversity, and stereotyping (Torney-Purta, 1989). Changes in attitudes toward international issues can be useful to ascertain what impact courses are having on students. Because of the dearth of evaluation instruments in the field of global education, Global Learning Incorporated requested instruments from global education projects in 1985. The results were published in a handbook available from Global Perspectives in Education, Inc. in New York (Torney-Purta). This handbook served as a valuable guide in looking at how well the Northeast curriculum is being implemented.

There is no one method of evaluation in global education. The goals and objectives of the program must be carefully matched with the evaluation. For this reason Torney-Purta and her co-editors have collected evaluation instruments from a variety of sources in the hope that program evaluators and curriculum makers would choose the best from the samples included. The collection of instruments includes examples of systematic observations, teacher surveys, student surveys and knowledge measures. Using a variety of instruments provides evaluators an opportunity to

collect more reliable measures of their programs. Finally, the collection includes sample instruments for individual teacher use in the hope that teachers will "buy-in" to the principle that those who are implementing a curriculum should be involved to the greatest extent possible in evaluating it (Torney-Purta, 1987). It is vital that program leaders in educational settings play an integral role in designing and developing the evaluation because, "the person who controls the questions maintains control of the evaluation, and program directors should see this as their legitimate role in the evaluation process" (Torney-Purta, 1987, p. 11).

The handbook on global education evaluation contains sample instruments to assess five areas:

1. program implementation and educators' perceptions of professional preparation
2. materials
3. training programs for educators
4. student outcomes-knowledge, skills and attitudes
5. adults' attitudes and knowledge

This list provides a useful framework for this project.

ASSESSING STUDENT OUTCOMES

Global education is more than cognitive instruction. It also aims to help students develop a "world view" involving attitudes as well as understandings. Middle school students ages eleven to fourteen are at a formative age when attitudes are

still developing. Measuring student attitudes is one gauge of how effective a global education program may be.

This project measured student attitudes at two points during the first year: after approximately three months of instruction and at the end of seven months of instruction. In the first study two hundred and ten students in grade six at Northeast Global Studies Middle Magnet School answered a thirty-two item attitude survey. One hundred fifty four sixth graders in a non-global studies middle school completed the survey and served as the control group. In April 1991 the same survey was administered to one hundred forty four sixth graders at Northeast as a follow-up to the November survey.

All Northeast sixth graders study foreign language, world cultures, and world regions in their foreign language and social studies classes. The control group of sixth graders also studies world regions and cultures as part of their social studies curriculum, but they do not participate in a school-wide global studies program nor do they study foreign language.

The measuring instrument was an attitude scale developed for this study. Items were constructed based on sample questions from other attitude instruments and from the global studies literature. The curricular themes, goals and objectives also served as models for items on acceptance of cultural differences, interdependence and attitudes toward conflict resolution.

Northeast teachers from other countries, who spoke other languages, or who had lived in other countries were assumed to have a well-developed world-view. They field-tested a draft of the attitude scale and offered suggestions on wording of several items. Their responses were used to validate questions. Items that showed discrepancies in interpretation were eliminated. Seven of the ten teachers answered the revised questions a second time one day later.

Items from the survey were designed to measure student attitudes toward cultural differences, interdependence and peace and conflict resolution. They were tabulated with a five item response scale ranging from "strongly agree" to "strongly disagree." Answer sheets were scanned for frequencies, percentiles, and measures of central tendency.

A chi square test was run to determine statistical differences between the control group and Northeast Middle students in November 1990 (Northeast 1). A second Chi square test was run to compare Northeast responses in the November 1990 survey with responses from the April 1991 survey (Northeast 2). The chi square test assumes equal expected frequencies of response between the two groups.

Differences in two dependent variables were measured at or below the .06 level of significance on the first attitude survey. These were the variables of acceptance of cultural differences, and interdependence. No differences were shown to exist on the

variable of peace and conflict resolution. Surprisingly, the control group students appeared to have more global attitudes than the Northeast students had.

Northeast students' answers to questions 27 and 32 were the only examples of "global-mindedness" which exceeded that of the control group. Control group answers to six other questions appear more global-minded. This raises some interesting questions about the students and the program at the Global Studies Middle School.

Question 8: The world is an interesting place because people have different cultures, religions and language.
GLOBAL STUDIES 68.11% agreed
CONTROL 80.79% agreed
The level of significance on the Pearson was .01106.

Questions 18: When I hear that someone in the world is suffering, I want to do something about it.
GLOBAL STUDIES 63.86% agreed
CONTROL 70.07% agreed
The level of significance on the Pearson was .06752.

Question 21: Schools waste their time teaching about other countries and peoples.
GLOBAL STUDIES 60.09% disagreed
CONTROL 64.63% disagreed
The level of significance on the Pearson was .05311.

Question 22: Although the problems of the world seem huge, I feel that I can do something about them.
GLOBAL STUDIES 42.79% agreed
CONTROL 49.66% agreed
The level of significance on the Pearson was .04767.

An even greater difference was shown to exist between the two groups of students on four of the questions.

Question 25: Being a loyal American means not being too friendly with foreign countries.
GLOBAL STUDIES 49.02% disagreed
CONTROL 64.14% disagreed
The level of significance on the Pearson was .00102.

Question 27: I like to be around people who seem different from me.

GLOBAL STUDIES	49.0% agreed
CONTROL	46.48% agreed

The level of significance on the Pearson was .00385.

Question 30: Helping people in other countries is a bad idea.

GLOBAL STUDIES	63.55% disagreed
CONTROL	77.78% disagreed

The level of significance on the Pearson was .00243.

Question 32: The way I live in the United States affects no one else in the rest of the world.

GLOBAL STUDIES	25.89% disagreed
CONTROL	18.18% disagreed

The level of significance on the Pearson was .00493.

There are several possible explanations for these apparent differences:

** three months was too soon to measure program effects

** this survey did not accurately reflect student attitudes

** additional measures are needed to determine attitudes

Several other issues are worth considering: one might assume that the validity of this study would be compromised by the differential selection of magnet schools by the subjects. In other words, students who CHOOSE to attend a magnet school with a global studies theme may possess global studies attitudes and skills prior to entry in the program. This would produce spurious results between them and the control group. These results do not support this theory. Future studies might ask students to give their reasons for attending the magnet theme school. Perhaps proximity to their homes or other factors led to their enrollment. This, rather than interest in the theme, would

be useful information for teachers and curriculum designers to have.

When this study was completed in December, written and verbal recommendations were offered to the Curriculum Coordinator of the magnet program at Northeast. One was that teachers use the types of questions found on the survey to determine student attitudes and to guide instruction. It was suggested that teachers be introduced to cross-cultural materials and simulations during staff development sessions which they could then use in their classrooms. Another idea was to have Resource Teachers and the Curriculum Coordinator model lessons which demonstrate global infusion in classrooms. To promote cooperation and acceptance of differences it was suggested that teachers be encouraged to use activities and hands-on experiences in heterogenous student groups. Finally, it was suggested that newly arriving global studies materials be disseminated to teachers and students to help teachers make the connection between their content and a global perspective.

In April 1991 sixth graders at Northeast answered the same survey again. There were some interesting shifts of opinion on a number of the items with differences on three questions being statistically significant. A summary of survey results is provided in the appendix.

Fewer students felt powerless to help solve world problems than in November.

Question 6: I can do very little to help solve world problems.

NORTHEAST 1	40% agreed
NORTHEAST 2	30% agreed

The level of significance on the Pearson was .03835.

This answer suggests increased awareness of one's role in the world. This result is consistent with their answers to question 22.

Question 22: Although problems of the world seem huge, I feel that I can do something about them.

NORTHEAST 1	42.8% agreed
NORTHEAST 2	44.0% agreed

Differences between November and April were not significant.

Answers to one question are somewhat disturbing, particularly for a program which has attempted to deal with issues of diversity and cultural difference. In April students indicated less desire to be around those who are different from them than they had in November.

Question 27: I like to be around people who seem different from me.

NORTHEAST 1	49% agreed	26.5% no opinion	24% disagreed
NORTHEAST 2	38.7% agreed	39.4% no opinion	21.8 disagreed

The level of significance on the Pearson was .01841.

The shift is from agree to no opinion with the number disagreeing remaining relatively the same.

The last significant change in attitude showed increased awareness of students' interdependence in the world.

Question 32: The way I live in the United States affects no one else in the rest of the world.

NORTHEAST 1	40.1% agreed	33.5% no opinion	25.9% disagreed
NORTHEAST 2	34.8% agreed	30.4% no opinion	34.8% disagreed

The level of significance on the Pearson was .04464.

Compared with November responses, students agreed with this statement less and disagreed with it more; fewer of them had no opinion about the statement. There is the danger that students misunderstood the way this statement was worded. Responses to question nine suggest that over half the Northeast students do not think their actions affect others in the world. Although not statistically significant, more students thought they affected others in the world in the April survey.

Question 9: The way I live affects people in other parts of the world.

NORTHEAST 1	18.9% agreed	27.2% no opinion	53.4% disagreed
NORTHEAST 2	24.5% agreed	21.0% no opinion	54.5% disagreed

The shift in opinion was from the "no opinion" category in the April survey.

Results of the April survey indicate students' growing awareness of their role in the world and the impact which they may have on the world. However, their negative attitudes toward those who are different from them should be a cause for concern. Although no significant change was measured in question 14, their answers on it are more hopeful.

Question 14: I feel uncomfortable when I am around different languages, cultures or races.

NORTHEAST 1	31.4% agreed	23.2% no opinion	44.9% disagreed
NORTHEAST 2	23.6% agreed	25.7% no opinion	50.6% disagreed

Fewer students agreed with this statement in April, and more disagreed with it.

One can conclude that students' level of discomfort with cultural diversity has lessened based on their response to question 14. Nevertheless, teachers and curriculum designers might question what they can do to help students enjoy being with others who are different from them. Proponents of cooperative learning continue to argue that properly designed cooperative groups can increase student achievement and lessen prejudicial feelings among students. Staff development in cooperative

learning strategies could help teachers to implement these instructional strategies in their classrooms. Introduction of cross-cultural curriculum materials is also called for in the Planning Outline, and efforts should be made to include these materials in classroom instruction.

OUTCOMES IN GEOGRAPHIC EDUCATION

It is beyond the scope of this project to assess the entire global studies efforts at Northeast. Some tentative ideas about students' experiences in geographic education are of interest however. Geography is one of the focal points of the Global Studies Magnet making up one of the four academic strands described in the description of the global studies curriculum submitted to the court.

All students in the school participated in one of the six week "Kids Network" units developed by the National Geographic Society. Using computers, telecommunications, mapping, and experiments, students explored issues that have both scientific and geographic significance. Sixth graders completed the introductory unit in which they studied pet ownership data; seventh graders looked at water supplies and acid rain, its dispersion and severity; and eighth graders studied weather patterns and compared temperature data with participants from around the United States and the world.

In addition, several teachers concentrated on geographic education in their global studies classes. Their students worked with mapping, weather and climate information, time-zones and other basic geographic concepts. Student had atlases and large format desk maps although none had geography text books. Teachers also borrowed materials from the geography lab and consulted with the Geography Resource Teacher throughout the year. One class of eighth grade students completed the "Kids Network Unit" in mid December, then spent the third quarter of the year on their global studies elective course in geography. They also worked on a global studies exploratory course entitled "Cities around the world" with their math teacher and received map skills instruction in their social studies class. At the beginning of the quarter twenty one students completed the secondary level, form I competency-based geography test designed by the National Council for Geographic Education. It consists of seventy five multiple choice questions. The test was not timed, and students had as long as they needed to complete it. At the end of the quarter nineteen students took the test again. Items on the test are divided into three sections: skills, physical geography, and human geography. The questions are further subdivided into basic geographic areas: basic physical environmental processes and how they interact with different cultures and technologies; the role of culture, technology and environment in the growth and distribution of world population;

the influence of different cultures, technologies and environments on the location and characteristics of major economic activities; the locations and characteristics of major culture areas and features; and the use of different types of maps and graphs. The mean score on the pre test was 28.24 with a standard deviation of 7.56. On the post test the mean score was 29.68 with a standard deviation of 8.99. A t-Test indicated that the means of the test scores were not different at the .05 level. Test specifications provide score data for students in grades nine and ten who took the test in 1983. Their mean score was 34.7. Thus, grade eight students taking this test do not appear to be greatly behind the averages of students one or two years older. Scores of these eighth graders are probably deflated by the number of ESL students who took the test. It would be interesting to do an item analysis of the questions on the test according to competency and cognitive level to ascertain student strengths and weaknesses. Hopefully the pre-test will be administered early next year with the post test given near the end of the school year. This should provide differences of greater significance as a measure of the effect of geography instruction and use of the geography lab.

Seventh grade students who studied geography in their global studies class took the intermediate form of the competency based geography test developed by the National Council for Geographic Education. This is also a seventy five item test of multiple

choice design. There were four areas of geographic literacy tested. These were location and characteristics of places; significant ideas about places such as population and environment; spatial competencies such as location, direction, scale, and symbolic systems; and ways of thinking, investigating, and analyzing problems of places. This test is intended for students in grades five and six. It was administered to seventh graders at Northeast Middle. Many students did not complete the test, and their scores were eliminated from consideration. According to test specifications, the mean score for sixth graders who took the test in 1980 was 42.85. Of the thirty four seventh grade students who completed the test before they began the "Kids Network Unit" on Acid Rain, the mean score was 30.74 with a standard deviation of 7.81. This is well below the mean score earned by students one year below them in school. The unit on acid rain was completed just as the students began five consecutive days of testing on the Iowa Test of Basic Skills. Consequently, there was not time to administer the post test as had been planned. Nevertheless, the pre-test results indicate serious deficiencies in these students' mastery of geographic concepts and map-reading skills. It is also suggested that the Intermediate Level test be used early next school year with a careful item analysis to determine what needs to be emphasized by social studies teachers and the Geography Resource Teacher.

TEACHER PERCEPTIONS

In assessing an educational program, student outcomes are the best indicators in the long-run. In the initial months of a program, there are other factors one might also consider. One of these is the perception teachers have of themselves and the program they are working in. No matter how good the idea, unless the teaching staff accepts the change and expends the effort necessary to make the change, the program will fail. There are several indicators of how teachers feel about the global studies program at Northeast Middle.

In early November thirty-three of the eighty-three teachers responded anonymously to a twenty-two item survey. Responses were coded on a five item Likert scale; responses are summarized here. Fifty-four percent of the respondents taught English, Math, Social Studies or Science on grade-level teams . Eighty-seven percent of them had attended at least one week of the summer staff development, and ninety per cent of them had chosen to teach in the global studies magnet. Of the thirty-three, ninety percent had traveled in foreign countries; twelve percent had resided in a foreign country; and twelve percent spoke a foreign language. Most of them felt that the summer staff development had helped them to understand what global studies is about, but over three fourths of them wanted to see some global studies lessons demonstrated during subsequent staff development days. Over half (65%) of them felt that they understood the four

conceptual themes and the same number felt that they knew enough to teach global studies. The same percentage had a chance to read the report of the Planning Task Force which includes course descriptions and objectives.

The survey indicated that teachers did not feel they had sufficient materials to do the kind of job they wanted to do. Only one third of them agreed that they had enough materials although over half said that their students had benefitted from theme related resources and materials. Over half said they had received enough help from the curriculum coordinator and resource teachers, but one fourth said they had not. Sixty percent said that students had access to the various global studies labs, and sixty percent answered that they knew what resource materials were available in the school. However, one fourth of the teachers said they were not satisfied with their global studies exploratory courses. Most teachers said that they agreed at least somewhat that the global studies theme was working and the great majority of them (80%) felt that teaching with a global perspective would become easier as the year progressed.

In January at the end of the first semester, the evaluation office of the school district conducted its own survey. Sixty six teachers responded to a questionnaire which used a Likert scale of the agree-disagree type. Summarized results were presented to the teachers during a February staff development session. They indicated that nearly all teachers thought the

global studies theme was clear to them and that they were familiar with the goals and objectives of the program. Ninety-two percent said they were able to infuse the theme, and three-fourths thought that Northeast was implementing the theme.

They were not so satisfied with the magnet staff, administrative staff or access to global studies materials. Sixty-six percent said they received support in implementing the theme from the magnet theme staff (Curriculum Coordinator, Resource Teachers, Transition Teachers), and sixty-three percent said they received support from the administrative staff. Just over half of the teachers (55%) said they were able to get materials needed for the theme. This later survey indicates more satisfaction with getting theme help from magnet personnel in the building, and an increase in the number of teachers (from one third to one half) who said they were able to get materials to use in their classrooms. This coincides with the arrival of most of the materials which had been ordered in March 1990. Nevertheless, forty-five percent of the teachers continued to feel under-served in the area of theme related materials, and thirty-four percent felt they were not getting enough assistance from the magnet theme staff. An equal number was dissatisfied with global studies staff development.

Some global educators feel that global education has the potential to recharge the batteries of teachers. In a global awareness education project conducted in California between 1985

and 1989, teachers had the opportunity to grow in cross-cultural understanding, incorporation of holistic learning, and participation in community involvement (Urso, 1991). Teachers in that program were encouraged to see the world from a number of differing perspectives; to integrate student learning across subject areas; and to use a variety of learning strategies suitable for students' learning styles. Finally, teachers were encouraged to use the community by taking field trips and getting involved in action projects.

This training center believed that teachers will involve themselves in self-renewing activities when given the opportunity. The center attracted teachers to its program but did impose itself on them. At the conclusion of the four years, the center staff found that approximately one half of the teachers in nearby global studies schools had been involved, and that the program contributed to increased vitality and a new sense of satisfaction with their teaching.

Has the incorporation of the global studies theme along with an increase in staff development days (ten throughout the school year) and a magnet theme staff affected Northeast teachers in similar ways?

In March each teacher was given a thirty-six item questionnaire asking for written comments about the way they and the staff had implemented the theme. The questionnaire, which was anonymous, allowed teachers to respond in their own words.

This questionnaire addressed a number of areas about the global studies program and about changes the theme had initiated both personally and institutionally. A copy of the questionnaire is included in the appendix.

Seventeen of the approximately seventy-five teachers responded to the March 1991 survey. Not many of them saw evidence of cooperation or collaboration among teachers on the staff. Some of them thought that teachers who worked on teams "have developed group loyalty." One felt that most of the cooperation had to do with discipline or field trips, but not "much interdisciplinary planning in units of study." One said that she, "sees factions and polarization" among the staff. Teachers also reported little collaboration among themselves although one wrote, "I've attempted to learn more about foreign teachers." Several reported sharing information with others and increased communication on global affairs. But one wrote:

> I probably missed this question but I truly believe the theme is great! The greatest problem is staff not working together to totally infuse and incorporate the theme into our daily plans...

Teachers were asked what they felt the purpose of staff development was. Half responded that it was meant to improve instruction and help them with the global studies theme. Another group felt that staff development must help teachers get to "know each other" better, and several teachers had other ideas for staff development content. One wrote, "Our problems are

not...academic. There are far too many social problems and disciplinary problems to deal with." Another added, "It seems that we should be working together to develop planned approaches to the theme breaking through the barriers of old and new staff, resolving our conflicts and futures." One said that staff development was meant to keep them from getting something constructive accomplished and another said it was to justify the salary increase.

Northeast teachers did not see much evidence of community involvement although several listed projects initiated through the science department to collect acorns and to recycle newspaper and aluminum. Another added that some classes are helping other kids by reading to English as a Second Language students. Few teachers saw much parental involvement at the school, though they wished for more. One said, "some parents have stated that they felt the theme was important," and one noted that parents sometimes come to assemblies. Parental involvement and community action projects are two of the program goals written by the Planning Task Force in June 1990. Teachers reported seeing little evidence that these goals had been accomplished.

When asked how well the theme has been accepted by Northeast teachers, five of the seventeen said they thought most of the staff are working to learn and accept the theme. Others were less sure saying things like, "We are struggling. Some teachers try very hard and others resent having to do things differently

from past years." Two others doubted if the theme had made much difference at least in some classrooms.

Kenneth Tye (1990) views global education as a social movement and an innovation in curriculum. In surveying teachers in a California global education program, he discovered that teachers who chose to become involved did not fit the stereotype he and his colleagues expected: young males, well-traveled, interested in world affairs. Instead his data showed that successful global educators trained in their program were mainly women with twelve or more years experience. It was the support that the global education training program provided to these teachers that allowed them to make the transition and to feel success as global educators.

Northeast teachers expressed a need for such support from resource teachers although seven of the seventeen acknowledged having received help from them already this year. Six said they had not gotten help, but one wrote, "but I haven't sought it." Several were specific in the kind of help they would like to have. "It might be helpful to be reminded once in a while of materials available..," wrote one. Another wrote, "Resource teachers must be knowledgable, able to locate, utilize and procure resources and distribute resources on an unbiased basis."

The subject of Resource Teachers and resources was linked in many of the answers teachers gave. The job of Resource Teachers at Northeast is to help implement the theme, provide staff

development, order materials, teach, chair their departments, and help develop curriculum. Five of the seven Resource Teachers have been assigned lab or resource classrooms and are teaching three to five classes at least part of the time. During the fall much of their time was spent processing the new materials which were arriving. It was not until March 1991 that they began a data base of materials which teachers would have access to. Otherwise teachers either had to come to the Resource Teachers' rooms and ask if materials were available or the Resource Teachers had to seek out people who might be interested in materials. The Curriculum Coordinator and Resource Teachers have produced a bi-weekly newsletter to communicate with the staff about program and resources.

Because of the interdisciplinary nature of global studies, there are not ready-made global studies textbooks or workbooks which teachers can use (Becker, 1991). Materials relevant to the four conceptual themes such as texts, audio visual materials, computer software, and curriculum packages have been ordered. The Environmental Science Resource Teacher has ordered items that fit the theme of environmental interdependence such as pollution, population, and energy. The Language Arts Resource Teacher ordered folk tales from around the world, novels with cross-cultural themes, and books about peoples of the world. The Geography Resource Teacher ordered materials relevant for geography education as well as many materials about development

education, population, world issues, international trade, foreign cultures, world regions, peace and conflict resolution, and human rights. Many of these reference or resource materials have gotten little use either because they arrived after the school year began or because teachers did not know about them. Because the majority of the global studies theme related materials were not available during the two week summer staff development, most teachers began the school year without them, then became so involved in their own classroom details, they did not have time or energy to study them. Few, if any of them, have been used during staff development sessions.

Of the seventeen teachers who answered the March questionnaire, eleven responded that sufficient resources are available for infusing the theme; one wrote, "Resources are available, but organization of those resources is the problem." One said he had not had enough , "but maybe I haven't inquired enough." Another suggested a link between global studies materials and teacher training when he wrote, "Resources are available. My only recommendation is for more concentration on the training ... and helping teachers bond."

Records from the Geography Lab in mid April indicated that forty six different teachers had checked out at least one item from the collection of materials on geography or global studies. The largest number of items had been checked out by a math teacher who had borrowed twenty-nine different materials. Social

studies teachers led the way with nine borrowing materials; in addition there were six science teachers; five math; four language arts; four foreign language; four physical education; two of the three art teachers, both home economics teachers, all three Learning Disabilities teachers, and all three ESL teachers who had borrowed materials from the Geography Lab collection. Teachers also borrowed from new collections of global studies materials in the school libraries, language arts office, environmental science lab, and foreign language lab.

When asked what additional resources they needed, teachers had many specific ideas. Two wanted field trips. Others asked for geography books, maps, globes and a course in geography. One said he needed access to a petty cash fund to be reimbursed for things he had bought himself. Other teachers also said they had supplemented their curriculum by spending their own money or by using the public library a great deal. About half of the teachers in the survey were using resources, groups, and materials outside Northeast.

One of the strategies often recommended by global educators is cooperative learning; this strategy provides students the chance to experience positive interdependence and cooperation, two of the goals of global education (Becker, 1991). All but one of the respondents to the questionnaire said they used cooperative learning at least part of the time in their classrooms.

In spite of difficulties, the questionnaires indicate some success with the theme this year. Teachers said they had enjoyed the assemblies and display cases in the halls, and the global studies labs. Others commented that, "students have received much favorable exposure to ways of those different from their own way of life." Another wrote, "Some of the exploratory classes have exposed students to literature--folktales, mythology and short stories that the teachers would not have had time to introduce otherwise." Two teachers commented that the war in the Persian Gulf this year had forced students to consider global events. One added, "Students seem to have a better understanding of the world."

The global studies theme appears to have made changes in both teachers and students. Several mentioned an increasing awareness of the world and one added, "I've been forced to be a little less ethnocentric." Another teacher wrote, "I think minorities feel more important and valuable," and another said, "(It) has made me make note of vast representation of minorities we have." Finally, one teacher noted , "I think that we seem to be taking more pride in our school. Students seem to take more pride in saying that they go to the Global Studies Magnet."

Teachers listed a number of frustrations and obstacles to implementing the theme. Some of these came from the theme itself. Five mentioned the materials problems, and two said that they were not sure the kids understand how the theme relates to

them. Another noted that the third theme, peace and conflict resolution, has not led to much improvement in student behavior at school.

Teachers also cited a number of other problems this year. They repeatedly mentioned the lack of discipline among the students. One wrote, "Cooperative learning activities are successful only where there is a strong discipline base which our school does not have." Another said, "poor discipline, too many people to go through to get simple answers. Climate is poor; lots of negativity." Some of the teachers pointed to the administration as a source of the discipline problems, others pointed at themselves. One wrote, "Do you want me to fill ten pages? Lack of administrative leadership and non-enforcement of District Code of Conduct are the big ones." Another wrote, "Support from administration concerning totally disruptive students," and one added, "This school building is not safe, not controlled, too many teachers have been threatened, disrespected, not enough action---consistent action taken." Another listed lots of negativity as a frustration, and one said, "Lack of cohesive faculty. It appears to be a factional group---stubborn and hostile at times. Some have severe attitude problems."

Teachers had several suggestions for changing the global studies program for the 1991 - 92 school year. They want more materials and more time to get to know them; fewer students enrolled; more value placed on the global studies exploratory

courses and a different arrangement of students assigned to the global studies courses. One teacher said, "Let's not change anything---develop what we have." And one wrote, "We need some stability, not change."

These remarks may appear unduly pessimistic. Nevertheless they are frank admissions by teachers and probably represent the views of the teaching staff as a whole. Northeast Middle has had to struggle this year with a number of obstacles. The late hiring of the Planning Principal and the Curriculum Coordinator, the delay in receiving theme-related curriculum materials and late installation of the magnet labs were a disappointment to the entire staff. Over eleven hundred students were enrolled at the school, and the sixth graders have been housed in a separate building across the street from the main building. This has meant that many teachers and students must walk back and forth between the buildings. The administration this year was made up of six people, five of whom were new to the school. Only one of the assistant principals came from Northeast; the Principal, two Assistant Principals, Curriculum Coordinator and Coordinator of Instruction were all new. In addition, four of the seven Resource Teachers were new to the school district. There were also many new teachers, some of whom had to complete eighty hours of staff development after the school year started because they were hired after the summer staff development session. It was as if every member of the staff had a new job this year.

In spite of the massive change Northeast teachers have been asked to make this year, they remain idealistic about the rewards associated with teaching from a global perspective. Their responses to the question, "What are the rewards of teaching global studies?" gives evidence of the sense of altruism that motivates them to teach. One said, "Whatever growth we gain and see our students gain is cause for great joy." Another said, "Openmindedness hopefully for students that all races are equal and all countries are connected in some way to each other..." and, "better preparing students to get along peacefully and to handle tomorrow's problems," and, "It's interesting and broadens my world," and, "Keeps us fresh, motivated, non-routine, updated." One summed up what teachers do when she wrote, "Rewards are having a small hand in a resource that will affect everyone---our nation's youth."

STAFF DEVELOPMENT AND SCHOOL CHANGE

If there was one constant for Northeast Global Studies Middle School this year, it was change. The school year began with new administrators, seven new resource teachers, students in two buildings, many new teachers and a mandate to infuse a new curriculum. Interestingly, one writer on global education (Tye, 1990) argues that global education itself can be an agent for school change. In the process of implementing this curriculum,

global studies schools help everyone associated with them to develop a new outlook on the world. In this way people involved with global awareness become sensitive to the diversity which makes them human. Global education also looks into the future as well as at the past; it causes teachers and students to become forward thinking. At its best, global studies can, because of its interdisciplinary nature and its focus on the human condition, help teachers to develop a sense of collegiality and identification with the entire school. This has probably only happened in isolated cases at Northeast. Some teachers responded in their questionnaires that they had the chance to get to know teachers from other countries. But on the whole they did not feel that the school has a collegial atmosphere. The attributes of institutional change which Tye (1990) lists are a goal for Northeast to strive for in the next few years: relevant content; enthusiastic teachers and students, collaboration across disciplines; increased involvement of parents and community members; and finally, inter and intra-ethnic understanding.

A larger question is how curricular change can be implemented in a school with a staff of nearly ninety people. Fullan (1982) argues that change in schools occurs when teachers exchange ideas, support each other and thereby develop new meanings about what they are doing. Change in schools requires an end to the isolation of teachers. No matter who initiates the change, it is the individuals involved who must develop the new

meanings and skills to make the change a reality. Fullan says that change is hard work. To allow for change in schools, leaders must be patient, recognizing individuals' needs to clarify the meaning of change for themselves.

Change is difficult, uncertain, risky, and painful no matter how much preparation or leadership. The ingredients needed to bring about change include time for training and interaction among the people involved; opportunities for redefinition along the way; supportive leaders, and an understanding of the people who are being asked to make the change. Fullan argues that educational change often does not come from teachers themselves; even when it does, it is imposed on them. Educational planners will only inspire change when they look to the needs of those expected to make the change, namely the teachers.

Fullan (1982) cites three main criteria teachers use in assessing a proposed change. Will it address a need? Are expectations clear? And how will it affect them personally? Often, those who would implement change, to their discredit, do not consider the practical needs of teachers who must carry out the change. Changes in schools mean that teachers must think differently and learn how to do things differently. They must be convinced that it is worth the effort to develop the new skills, beliefs and attitudes required.

The purpose of professional development is to help teachers go through the process of change. Fullan states, "...it is the

role of in-service education which is most central to school change" (1982, p.257). Many educational innovations are mandated from above without the opportunity for teachers to effectively learn new skills. Many programs in professional development efforts fail because they are organized incorrectly. Fullan says that one-shot workshops; topics chosen by outsiders; little follow up; inattention to individual needs; and little conceptual basis in planning and implementation doom most staff development programs. In addition, those who present professional development, usually educators themselves, fail to use correct conceptions of how learning actually occurs. What they would never do to students they do to each other in the guise of professional development. To be successful, professional development must assist teachers to think about what the change will mean for them and to develop knowledge and skills which they can use. Further, teachers must feel that there is a need for the change and that the school and school district will support them and allow them to interact with other teachers in this change process. Teachers must have the opportunity to do more than read goal statements or curricular objectives; instead they must have opportunities as a part of professional development to try out new beliefs, to practice new teaching strategies, and to talk with each other about the process. Finally, time must be provided to teachers for professional development, something which most school districts do not do.

In this regard, the Kansas City Missouri School District is the exception. This year, magnet schools had either forty or eighty hours of in-service before the school year began and ten work days devoted to staff development during the school year. Each school elected teachers to serve on a staff development committee to plan in-service days at their local site. These committee members were given twelve hours of additional staff development training and leadership by the Staff Development Office of the school district.

At Northeast, teachers had eighty hours of staff development in August, then ten more days during the school year. How well did Northeast's staff development meet the requirements set forth by Fullan and others (Joyce and Showers, 1990) of implementing a change model in the school?

The committee struggled most of the year to define what it wanted to accomplish with its staff development plan. A proposal for the summer weeks was presented to the staff in February 1990, and in many respects it was followed during the summer program. In August a staff developer in global education from the Center For Teaching International Relations in Denver led two days of workshops in which he modeled lessons and introduced the four conceptual themes to the staff. Two days were devoted to understanding the needs of non-English speakers with a dynamic and enjoyable foreign language teacher from California. On the last day of the first week a multi-cultural educator presented

theories of cultural difference.

Two Northeast teachers who are members of the district's Comprehension and Cognitive Development Program and the program's director led two days of in-service in reading comprehension strategies and the importance of prior knowledge on comprehension. Because the various laboratories were not ready at Northeast, staff members visited computer labs at a nearby middle school. The final two days were spent at school, but the lack of curriculum materials proved frustrating to everyone. The staff had two more in-service days later in August. The first day included a presentation by the director of the International Relations Council including materials and services available on loan to teachers. The second day involved a bus tour of the city's historic and ethnic neighborhoods, especially those near the school. Some of the Black teachers were unhappy that little attention was paid to the historic Black sections of the city near Eighteenth and Vine. In October, there was a follow-up session with the multi-cultural presenter from August, but many staff members were dissatisfied with his approach, and he was not rehired.

Throughout most of the school year the staff development committee struggled to focus on one goal. Several members of the committee felt that poor faculty morale stemmed from racial misunderstandings, and they wanted to invite someone who could address the subject. In the November session an instructor from

U.M.K.C. worked with the staff trying to identify problem areas within the school and to come up with solutions for them. At a follow-up session one teacher complained extensively about a lack of administrative support for discipline; the Principal became quite upset and scolded the staff for not doing more to correct the discipline situation. (Earlier in the school year a number of teachers filed a grievance against the Principal over discipline issues.) Many teachers felt that an opportunity to get teachers involved in solving some of their problems had been missed.

That afternoon teachers visited the geography lab, computer labs, and foreign language labs. In late January the U.M.K.C. presenter returned for more group problem-solving, and in the afternoon there was a presentation by the American Friends Service Committee on conflict resolution. Early in February a social worker gave a full-day presentation using the Myers-Briggs inventory, getting groups of teachers to talk with each other about personal preferences and styles. This was related to student learning styles. The April in-service featured a full day of conflict resolution and provided opportunities for teachers to practice the techniques in small groups. Some teachers showed a great deal of skepticism about whether conflict resolution would work with some of the intractable discipline problems which the school was experiencing.

Some members of the staff development committee wanted to see Resource Teachers and other staff members model lessons which included a global perspective. Language arts lessons using poetry from other cultures could show similarities and differences with poetic expression in North America. Refugee problems or migrations of peoples could be compared from one part of the world to another helping students develop a global perspective. Science lessons could show how acid rain affects global systems. This would allow teachers to see global studies lessons and to be introduced to new global studies materials.

Several things are accomplished when this approach is taken. Teachers begin to think globally as they take part in model lessons, and they talk and interact with their colleagues about global issues and about how to introduce such issues in the classroom. Also, they see members of their own teaching staff engaged in teaching demonstrations. This approach provides teachers with opportunities to reflect on teaching practice, share common knowledge, work collaboratively, learn about new developments in global education, and participate in the global studies movement. According to one staff development writer (Lambert, 1989) this is the new approach to professional development.

Such an approach supports the newer conception of staff development and adult learning: that adult learning is an inside-out process and that learners construct their own meaning

(Lambert, 1989). This approach to staff development changes teachers from passive recipients of information provided by outside "experts" to active participants who inquire, criticize and create their own understanding. Instead of telling teachers what to think and what to do, staff development must allow teachers to talk to each other about their own thinking and teaching; it must allow them to suggest changes in the school environment; encourage them to add to the knowledge base of global education; and help them develop new roles for themselves as professionals.

In May the invited presenter cancelled his appearance for the last staff development day of the year. The committee decided to spend the day allowing teachers to assess the year by working in grade-level and subject area groups. In the morning session teachers met by grade level and talked about their successes during the year and the rewards they had felt during their first year in a global studies school. Teachers told of their own personal growth as they did research for their global studies exploratory classes. One teacher said he had made weekly trips to the public and school libraries and had made many visits to the Geography Lab. An art teacher delved into oriental art and discovered "unlimited possibilities." He said it had changed the way he will ever teach art again. Another reported on teaching a novel about two boys, one white, one black in South Africa. It had close parallels to his growing up in Arkansas as

a black youngster, and it gave his students a new way to look at race. A teacher who emigrated here from the Philippines told of the personal rewards she felt from telling students about her home; what it was like there under the Spanish, the Japanese, and the Americans. As a math teacher she teaches the difference in time zones between Kansas City and Manila, and she has her students convert from dollars to Filipino pesos. A social studies teacher liked being able to teach current events in the world and to use them as a vehicle for critical thinking. She has her students describe the ethnic holidays they celebrate, helping them to celebrate their differences while assisting them to live in harmony with each other. Another teacher described her lessons about world religions explaining that she wants students to know about other religions so they can understand cultural differences. A home economics teacher reported that at first she wasn't sure how to address global studies, but during the year her classes hosted international food preparation demonstrations by various staff members. Students selected countries and prepared foods from them; Vietnamese students prepared native foods and taught students to use chop sticks. This teacher reported that students learned that it was "all right to be different." A language arts teacher described how her students had been reading folk tales from around the world, discovering similar themes that cut across the cultures. She said that it had been fun seeing students discovering these

similarities. The Curriculum Coordinator has been assisting ESL students give presentations about their home-lands in classes throughout the school, and the Assistant Principal said he actually enjoys lunch room duty where he asks students to teach him words in their native languages.

A group of teachers who had attended conferences and seminars throughout the year presented brief reports to the staff. Several of them gave brief demonstrations of lesson ideas they had learned at the conferences. Teachers across the disciplines made presentations to their colleagues.

In the afternoon four students from Northeast Magnet High School simulated a conflict mediation session. These students are part of the Student Response Team at the high school, and they explained to the middle school teachers how mediation works for them. Teachers met by departments and used the course descriptions and objectives to assess what they had been able to accomplish in global studies education. This was the first time since receiving the Planning Outline that teachers had an opportunity to talk with each other about implementing the curriculum. In at least three instances, department meetings went so well that teachers forgot to take their afternoon break. To conclude the day the staff sang international songs and did a Macedonian line-dance. Most teachers expressed their pleasure at being able to talk with each other about the year and especially to hear of each other's successes. This experience corroborates

what Fullan, Lambert and others have said staff development should be. Hopefully, similar opportunities will be planned for the fifteen days of staff development during the 1991 - 1992 school year.

CONCLUSION

The planning and implementation of a global studies theme at Northeast Middle School was an arduous task. At times the year was a confusing and frustrating one. The process of creating a curriculum is both philosophical and political, creating many of the issues the task force and the teachers faced. The disagreement over how much foreign language should be taught is an example of this. In addition, Parker (1991) explains that there are actually three curriculums to consider: the recommended or ideal curriculum, the written curriculum, and the taught curriculum.

The curriculum committee attempted to write course descriptions and objectives based on its understanding of the ideal curriculum. This, in itself, was difficult because the written proposal submitted to Federal Court was so far afield from the standard descriptions of global education. Teachers attempted to teach what they understood of the written curriculum, although by now most realize that they need more assistance in developing lessons and choosing materials to use.

For those involved with the global studies curriculum, it was sometimes difficult to step back from the process and get a proper perspective on the year. Management of student behavior was a serious problem and undermined staff morale. And yet, when one looks at the variety of new programs, courses, and experiences which both teachers and students had throughout the year, it is amazing how much was accomplished. In retrospect, perhaps too many things were attempted. Yet, the commitment of much of the teaching staff to give the students a global perspective cannot be denied.

School leaders must continue to support the teaching staff as they develop new meanings and change their instruction. Those who plan staff development should assess the needs of the teachers, giving them the theoretical and practical support they need while providing them with opportunities to communicate with and support each other.

Hopefully, teachers and administrators will continue to measure teacher perceptions and student outcomes, as both groups develop a global perspective. Being mindful of where students and teachers began the process of global education, curriculum leaders can assess strengths and weaknesses as the curriculum evolves.

As they move toward global awareness, Northeast students and teachers will achieve what one Northeast teacher described as her understanding of teaching with a global perspective:

One culture and one country is no longer enough for an individual. All of a sudden the earth became a very small place, and we cannot even claim to own any piece of it. We are borrowing it, so to speak. It is as if all of us lived together in a rented apartment and had to learn not only how to survive but, if possible, (how) to achieve some degree of satisfaction, happiness, peace, harmony, love or whatever you want to call it. Trying to learn and to teach (my students) makes my job very rewarding.

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MY ROLE IN PLANNING AND IMPLEMENTING THE CURRICULUM

1. Testified in Federal Court, May 1989
2. Chair, curriculum committee; compiled and edited course descriptions
3. Author of program rationale
4. Ordered materials for Geography Lab and much of global studies
5. Author of proposed design for Geography Lab
6. Author of staff development proposal, February 1990
7. Presenter of two and one half days of summer staff development
8. Member, staff development committee, 1990 - 91
9. Surveyed Northeast students, November and April
10. Surveyed Northeast teachers, December and March
11. Developed data base of resource materials

NORTHEAST MIDDLE SCHOOL

NEWLY ASSIGNED THEME: Global Studies

PROJECTED ENROLLMENT CAPACITY: 900

GRADE DISTRIBUTION: 6-8

SITE: Present Northeast Middle facility property with some expansion to accommodate outdoor physical education spaces and other standard middle school requirements.

PROGRAM OPENING DATE: Fall, 1990

GENERAL PROVISIONS:

A Global Studies Magnet Theme will be implemented at the Northeast Middle School in lieu of the Classical Greek Theme which will be reassigned to the former JCC facility and property as Middle School II. Northeast Middle would receive a new budget compatible with its new theme.

PROGRAM DESCRIPTION:

The Northeast Middle School ~~Global Studies~~ social studies Magnet Theme will provide students with a strong sociology foundation for their middle school curriculum. A dominant ~~feature of the~~ magnet theme will be its multi-cultural and foreign language emphasis. The entire educational program will focus on learning within the context of Global and international relationships.

The curriculum design of the Global Studies Magnet will take advantage of the richness of world cultures while offering the basic middle school curriculum that is necessary for students at this age. Students will explore in depth the history, cultures, values and contributions of various societies throughout the world. Learning opportunities will be designed to promote skill development in problem solving, information management, decision-making and communication. Students will be offered opportunities to develop and maintain a respect for ethnic and cultural diversity, consensus building and social responsibility.

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The strength of the program will be in its academic strands. One strand will emphasize governmental studies. Here, students will be able to enroll in courses and units of study which offer comparative views of governmental and political bodies and other forces throughout the world. Students will study, experience and dramatize ways populations and civilizations have historically and socially significant human arrangements as well as their economic and social dynamics.

A second strand will include a strong emphasis on the study of foreign language context. Not only will students be encouraged to enroll in foreign language study directly as a continuation of elementary preparation in the field, but students will also be encouraged to participate in courses designed to explore and apply foreign language within its social context. Northeast Middle, therefore, may offer such courses as "French Around the World," "Dialects of Nigeria," "The Languages of Northern Africa," "The Spanish Language and Social Influences Outside Spain." Each of these kinds of courses will be presented in the best combination of social studies and language instruction including the cooperative presentation by teachers from both fields.

A third strand will consist of the study of foreign languages itself. Northeast Middle will house an "Exotic" Languages Department offering Eastern Languages including Japanese and Russian for middle school students.

A fourth strand will concentrate on the geography of the world especially as it relates to human living conditions, habits and values. The program will incorporate a speakers' bureau designed to address all of the academic grades throughout the school year.

The middle school will also have special facilities and resources for infusing the theme. The middle school will have a computer lab that has telecommunications capabilities in order to collect data from around the country and world. A geography resource room will be provided and include environmental controls in order to study the impact of alterations on the environment and special drafting equipment in order to study cartography. Science Labs will be equipped for hands-on experimentation. The LRC will be designed to encourage the display of projects and artifacts consistent with the theme. The theatre shall contain an audiovisual booth, rear screen projection and be equipped to be connected to a satellite dish.

Northeast Middle School will be a feeder school under the Long-Range Magnet Plan Admission Guidelines for the International Studies program at Southeast High School, or the Law and Public Service Program located at Northeast High School.

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QUESTIONNAIRE

After reading each statement, pick the answer that is closest to the way you feel. There are no right or wrong answers.

If you STRONGLY AGREE with the statement, mark **A**

If you AGREE with the statement, mark **B**

If you HAVE NO OPINION about the statement, mark **C**

If you DISAGREE with the statement, mark **D**

If you STRONGLY DISAGREE with the statement, mark **E**

Mark your answers IN PENCIL on the scan sheet:

1. What happens in other countries has little effect on what happens here in the United States.
2. Kids in the rest of the world are like kids in the U.S.
3. If another country does not agree with us, we should fight them.
4. If I care about people in the rest of the world, I am still a loyal American.
5. Different languages and cultures seem very strange to me.
6. I can do very little to help solve world problems.
7. People from different countries will probably be enemies.
8. The world is an interesting place because people have different cultures, religions and languages.
9. The way I live affects people in other parts of the world.
10. Americans should buy products made only in America.
11. Even though people come from different countries, they can get along together.
12. If I had enough money, I would like to visit another country.
13. I think I learn more when I work with a group of people.
14. I feel uncomfortable when I am around different languages, cultures or races of people.
15. Kids from other countries are very different from American kids.
16. What happens in one part of the world affects what happens in other parts of the world.
17. Learning about my own country is enough for me.

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SUMMARY OF ATTITUDE SURVEY DATA

	Control			Northeast 1			Northeast 2		
	agree	no op	disagree	agree	no op	disagree	agree	no op	disagree
1. What happens in other countries has little effect on what happens here in the United States.	24.2	48.4	27.5	35.4	36.4	28.2	38.0	33.8	28.2
2. Kids in the rest of the world are like kids in the U.S.	25.5	20.1	54.3	21.5	16.8	61.2	18.9	25.2	56.0
3. If another country does not agree with us, we should fight them.	13.8	5.9	80.3	15.8	11.0	73.2	18.9	10.5	70.6
4. If I care about people in the rest of the world, I am still a loyal American.	76.5	19.6	3.9	72.5	17.4	9.7	66.0	21.5	12.5
5. Different languages and cultures seem very strange to me.	52.3	22.2	25.5	55.1	17.2	27.3	52.1	23.6	24.3
6. I can do very little to help solve world problems.	39.9	28.8	31.4	40.0	25.0	37.1	29.9	31.9	38.2
7. People from different countries will probably be enemies.	21.7	32.9	45.4	27.8	24.4	47.8	22.9	22.9	54.4
8. The world is an interesting place because people have different cultures, religions and languages.	80.8	11.9	6.9	68.1	18.4	13.5	72.9	14.6	12.5
9. The way I live affects people in other parts of the world.	16.5	29.6	54.0	18.9	27.2	53.4	24.5	21.0	54.5
10. Americans should buy products made only in America.	13.8	18.4	67.1	15.9	15.0	68.1	22.2	14.6	65.3
11. Even though people come from different countries, they can get along together.	80.3	14.5	5.3	77.9	12.0	9.6	65.7	16.8	17.5
12. If I had enough money, I would like to visit another country.	72.4	15.1	12.5	72.7	14.2	13.2	68.1	19.4	12.5
13. I think I learn more when I work with a group of people.	70.2	17.2	12.6	62.3	23.7	13.9	59.7	22.9	17.4

	Control			Northeast 1			Northeast 2		
	agree	no op	disagree	agree	no op	disagree	agree	no op	disagree
14. I feel uncomfortable when I am around different languages, cultures or races of people.	32.7	26.7	40.7	31.4	23.2	44.9	23.6	25.7	50.6
15. Kids from other countries are very different from American kids.	44.9	23.2	31.8	47.1	28.0	23.5	37.5	33.3	29.2
16. What happens in one part of the world affects what happens in other parts of the world.	30.2	43.0	26.9	30.4	41.5	27.0	26.8	37.3	35.9
17. Learning about my own country is enough for me.	23.0	19.6	57.4	29.6	17.0	52.4	23.1	22.4	54.5
18. When I hear that someone in the world is suffering, I want to do something about it.	70.1	22.5	7.5	63.9	20.3	14.9	52.8	25.0	22.2
19. I would never want to leave the United States, even to travel.	17.0	15.0	68.0	21.3	15.4	62.9	20.3	18.2	61.5
20. Talking things over with another country is better than fighting with them.	79.5	10.9	9.5	71.4	12.3	16.3	62.9	16.1	21.0
21. Schools waste their time teaching about other countries and people.	13.6	21.8	64.6	25.1	14.8	60.1	18.2	20.3	61.5
22. Although the problems of the world seem huge, I feel that I can do something about them.	49.7	35.2	15.2	42.8	30.4	25.9	44.0	36.2	19.9
23. I like to work by myself on most school projects.	44.4	22.9	32.6	35.5	23.7	40.4	35.7	19.6	44.8
24. I think it is important to know about other countries and what is going on in the world.	77.9	11.7	10.4	71.3	15.8	12.4	61.3	21.1	17.6
25 Being a loyal American means not being too friendly with foreign countries.	9.0	26.9	64.1	26.0	24.0	49.0	28.4	24.8	46.8
26. When I hear that someone in another part of the world is suffering, I feel bad about it.	68.1	19.4	12.5	55.0	27.5	16.7	52.8	26.8	20.4
27. I like to be around people who seem different from me.	46.5	38.7	14.1	49.0	26.5	24.0	38.7	39.4	21.8

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	Control			Northeast 1			Northeast 2		
	agree	no op	disagree	agree	no op	disagree	agree	no op	disagree
28. I really don't care whether people in other countries have problems.	13.2	18.8	68.1	23.0	22.0	54.5	20.6	16.9	62.7
29. Learning about other peoples and nations should be a big part of my education.	73.6	13.9	12.5	67.2	20.3	11.9	57.8	23.2	19.0
30. Helping people in other countries is a bad idea.	*6.3*	*16.0*	*77.8*	*22.0*	*12.8*	*63.6*	14.3	20.7	65.0
31. I would buy a product from a foreign country if it was just as good and cost the same as an American product.	55.6	25.0	19.4	51.3	30.7	16.6	55.7	29.3	15.0
32. The way I live in the United States affects no one else in the rest of the world.	*42.0*	*39.9*	*18.2*	*40.1*	*33.5*	*25.9*	*34.8*	*30.4*	*34.8*

Values have been rounded off; therefore, the sum within each group may not be 100.

BOLD ITALIC figures represent statistical significance between Control and Northeast 1 groups.

UNDERLINE figures represent statistical significance between Northeast 1 and Northeast 2 groups.

HELMKAMP GLOBAL STUDIES QUESTIONNAIRE

Part I: record with a pencil on the scantron sheet

For questions # 1 - # 6 please answer yes or no:

if yes, mark 1; if no, mark 2

1. Are you on a grade level team?
2. Did you attend at least one week of the summer staff development?
3. Did you choose to come to this school?
4. Have you traveled outside the U.S.?
5. Have you resided outside the U.S.?
6. Do you speak a second language?

Part II: continue on scantron sheet, please use pencil

mark 1 if you strongly agree
mark 2 if you agree somewhat
mark 3 for no opinion
mark 4 if you disagree somewhat
mark 5 if you strongly disagree

7. The August staff development helped me to understand what global studies is all about
8. I understand the four conceptual themes of global studies
9. As an entire school, I think Northeast is doing a good job teaching global studies
10. I have enough materials to teach the magnet theme of global studies
11. I feel that I know enough to teach global studies
12. I infuse global studies into my regular content teaching
13. I am satisfied with my global studies exploratory course
14. I have received enough help in global studies from the curriculum coordinator and resource teachers
15. I know what resource materials are available at Northeast for teaching global studies
16. My students have been able to benefit from magnet theme related resources and materials so far this year
17. The concept of global studies fits well with my subject area
18. It will become easier for me to teach about global studies as the year progresses
19. I want to see some global studies lessons modeled during staff development
20. Students have access to the global studies labs: language, geography, environmental science and computers
21. I have had the chance to read the Magnet Task Force report for the Global Studies theme (purple book)
22. Comment on how you feel the global studies theme is working:

14 March 1991

Dear Colleague:

Would you help me once again?

I am still working on a practicum for a degree in Curriculum and Instruction at UMKC.

One year ago, many of us were hard at work on the Planning Task Force for NEGSMMS.

As we approach the last quarter of this school year, I'd like to ask you to look back over the year and help me evaluate it. Would you take a few minutes to answer the questions that follow?

You can answer this completely anonymously and return it to my mail box or my room (105). I will write a paper incorporating your thoughts about the year along with some survey and test results from the students.

This is not an evaluation of <u>you</u> in any way. It is my attempt to summarize what we did this year with the curriculum and program at Northeast.

Thank you for your help and candor.

Sincerely yours,

Caroline

Caroline J. Heimkamp
Geography Resource Teacher

p.s. I hope this bright paper will remind you not to forget to fill the survey out. Again, thanks!

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TEACHER QUESTIONNAIRE

1. What have been successes so far with the Global Studies theme?

2. What have been failures or short-comings of the theme?

3. How much has the magnet theme been compatible with the district curriculum in your subject area?

4. Has the KCMSD bureaucracy hindered your ability to teach with the theme?

5. To what extent have you used global studies materials from the library or any of the resource teachers?

6. Have you received assistance from resource teachers in implementing global studies themes?

7. Do you feel that you need more assistance from resource teachers?

8. Are sufficient resources available for infusing the theme?

9. What frustrations, if any, have you had with regard to the global studies theme?

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10. What frustrations, if any, have you had at Northeast not related to the theme?

11. To what extent do you think the teachers at Northeast have accepted the theme?

12. What do you think the purpose of staff development is? (this includes the one week required in August and the added days during the school year).

13. What evidence do you see of cooperation among teachers in planning and instruction at Northeast?

14. How much impact has there been from all school programs and assemblies on classroom instruction?

15. To what extent do you feel using technology has infused the theme: (F.L. labs, Geo lab, Env. Sci lab, Computer Labs)

16. How much do you use group, team, or cooperative strategies in your classroom?

17. If staff development were offered, would you be willing to practice with these strategies to learn them better?

18. What instances have you seen of students' involvement in community projects? (the local/global connection)

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19. What additional resources do you need to teach from a global perspective?

20. Are there other school issues or problems which inhibit the adoption or implementation of the theme?

21. Looking to 1991 - 92, how would you change the global studies program?

22. What is your candid appraisal: how well are we doing?

23. Has this theme changed you in any way?

24. Has this theme changed this school in any way?

25. Are you aware of global resources, groups, materials outside this school?

26. Have you used community resources to teach globally? (explain)

27. What have you done instructionally with the country your team adopted?

28. How are non-teaching staff involved in the theme?

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29. How are parents involved with the theme?

30. What other district programs or initiatives has the global studies program been involved with?

31. In your own words: what is the goal of global education?

32. What are the rewards of teaching global studies?

33. In your opinion, about how many teachers are against global studies education? why?

34. To what extent is having enough time a problem in teaching global awareness?

35. Are there any other competing demands that are an obstacle to the theme?

36. How much has global studies promoted collaboration among you and your colleagues?

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